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**GEORGIA RACE TO THE TOP
INNOVATION FUND
APPLICATION FACE SHEET**

SECTION 1: APPLICANT AGENCYApplicant Agency (Legal Name): Greene County School SystemLegal Mailing Address: 101 East Third StreetCity: Greensboro County: Greene State: GA Zip: 30642Federal Employer I.D. #: 58-6000253 DUNS #: 6000253Congressional District #: 666Executive Officer Name: Barbara Pulliam-Davis Title: SuperintendentStreet Address: 101 East Third Street City: Greensboro State: GA Zip: 30642Telephone: (404) 453-7688 FAX: (404) 453-9019 Email: Barbara.Pulliam@greene.k12.ga.us**SECTION 2: PARTNERSHIP LEAD CONTACT**Contact Name: Chad Mote Title: Union Point STEAM CoordinatorStreet Address: 1401 Highway 77 NorthCity: Union Point State: Georgia Zip: 30669Telephone: 706 486-4117 FAX: 706 486 4974 Email: chadmote@gmail.com**SECTION 3: FISCAL CONTACT**Contact Name: Dean Ware Title: CFOStreet Address: 101 East Third StreetCity: Greensboro State: GA Zip: 30642Telephone: (404) 453-7688 FAX: (404) 453-9019 Email: dean.ware@greene.k12.ga.us**SECTION 4: PROJECT INFORMATION**Project Name: Greene County STEAM CollaborativePartner Names: Greene County Schools, Georgia Tech Research Corporation, Ed Innovations PartnersPriorit(ies) Addressed: 4Grant Amount Requested: \$ 52,000**SECTION 5: PARTICIPANT DATA:**Approximate number of students served: 900

Population of focus (i.e. age, gender, race): Underrepresented STEM Students (low-income, female, students of color)

SECTION 6: SERVICE DELIVERY AREA

Primary county or counties to be served: Greene County

List other counties to be served (if any): _____

Congressional District(s) to be served: 666

SECTION 7: PROGRAM ACTIVITIES

The Greene County School Collaborative will work with the Greene County School System to explore the option of creating a K-12 charter school designed to serve traditionally underrepresent students in the STEM areas (e.g., low-income students, females, and students of color). The scope of the work will include activities such as community engagement and partnership building that leads to the production of a charter application to be submitted to the local Board of Education.

SECTION 8: APPLICANT AGENCY FISCAL INFORMATION

1. Month of Fiscal Year End: June
2. Attach to the application, the applicant agency's financial audit.
3. Is applicant agency delinquent on any federal debt? NO X ☐ YES ☐ If yes, attach a detailed explanation.
4. Did applicant agency receive 80 percent or more of its annual gross revenue in federal awards in its preceding fiscal year; and \$25,000,000 or more in annual gross revenue from federal awards and in so doing is required to comply with "Federal Funding Accountability and Transparency Act"? NO X ☐ YES ☐ If yes, attach names and total compensation of the five most highly compensated officers of the grantee.

SECTION 9: AUTHORIZING SIGNATURES

I, the undersigned, an authorized representative of the applicant, have read, understand, and agree to all relative conditions specified in the Race to the Top Innovation Fund Request for Proposals and having read all attachments thereto do submit this application on behalf of the applicant agency. If awarded a grant to implement the provision herein, I do certify that all applicable federal and state laws, rules, and regulations thereto will be followed.

APPLICANT AGENCY:

Barbara P. Davis Superintendent 7/09/12
Signature and Title Date

Greene County STEAM Collaborative

Innovation Fund Proposal

Venture Grant

Partnership

Greene County School System

The Georgia Tech Research Corporation

Ed Innovation Partners

Table of Contents

Executive Summary.....	Page 5
Section 1: Partnership Overview.....	Page 6
Section 2: Need for Project.....	Page 8
Section 3: Quality of Project Design.....	Page 10
Section 4: Quality of Project Evaluation.....	Page 17
Section 5: Quality of Project Management Plan.....	Page 22
Section 6: Quality of Sustainability Plan.....	Page 23

Executive Summary

The Greene County STEAM Collaborative (GCSC) is a partnership between the Greene County School System (GCSS), Ed Innovation Partners (EIP), and the Georgia Tech Research Corporation (GTRC) to develop a charter application for an innovative K-12 STEAM (Science, Technology, Engineering, Fine Arts, and Mathematics) charter school to be located in Union Point, Georgia. This application will outline the conversion of the traditional school in Union Point to a charter school serving grades K-12 to be known as Union Point STEAM Academy (K-12 UPSA).

The progressive, K-12 UPSA model was specifically conceptualized to serve low-income students in the GCSS. For the past six years, the district has qualified for a waiver giving the system a 100% free and reduced lunch status, indicative of persistent, intergenerational poverty.

Students who are female, African American, Hispanic, and multi-ethnic and from poverty such as the young people in Greene County are traditionally underrepresented in the STEM; therefore, *the mission of the Greene County School Collaborative is to increase the percentage of traditionally underrepresented students who choose STEM fields (including STEM teaching) as a career.* Eighty-two percent (82%) of all students in the Greene County District meet these criteria and represent the student population that the K-12 UPSA will be designed serve.

As part of a collaborative charter application and development process, the partnership will undertake a rigorous and comprehensive stakeholder input to further define need, demand, and structure of the envisioned charter school. The Greene County STEAM Collaborative is a forward looking team well positioned to successfully design, implement, and manage the charter application process and corresponding charter school.

This innovative school will address the educational needs of students, families, the Greene County School System (GCSS), and community. Our goals are to:

- Ensure that our low-income students are provided with the much needed physical and mental health services that children from poverty may not typically receive;
- Increase student achievement, decrease the achievement gap especially in STEM, and decrease the confidence gap of female students in STEM;
- Provide access to high quality STEM teaching and learning for traditionally underrepresented students (i.e., low-income students, females, and students of color);
- *Inspire* students, especially underrepresented students to pursue STEM majors in higher education, STEM related careers, and/or teaching in the STEM areas
- Develop talent, leadership, and research skills of our students and graduate STEM-capable citizens;
- Develop creativity through a Fine Arts curriculum connected to the STEM disciplines;
- Attract high talent engineers, scientists, industry experts, and teachers to Greene County through leadership, partnership networks, and competitive pay to teach at the K-12 Union Point STEAM Academy and in the GCSS;
- Serve as a model for replication in other high poverty districts of Georgia

Section 1: Partnership Overview

Description: The Greene County STEAM Collaborative is a partnership between the Greene County School System, Ed Innovation Partners (EIP), and the Georgia Tech Research Corporation (GTRC) to develop a charter application for an innovative K-12 STEAM charter school to be located in Union Point, Georgia. The *Greene County School System* operates two elementary schools, one middle school, one high school, one alternative school, and one charter school. Its mission is to educate, inspire, challenge, and support students to be productive citizens prepared to compete globally. The governing body, Greene County Board of Education, is dedicated to develop policy and oversee budget and spending to ensure that all students acquire the knowledge, skills, and values necessary to live a productive, rewarding life as responsible citizens. The non-profit, *Georgia Tech Research Corporation* continually seeks to advance society and the global competitiveness of Georgia and the nation by advancing research and technological development at Georgia Institute of Technology. *Ed Innovation Partners* is comprised of team members with decades of combined experience and leadership among higher education, business, K-12 education, local/state government, and non-profit institutions as well as a sustained commitment to educational transformation, workforce development, and community development initiatives. These entities intend to capitalize on extensive expertise, synergy, and vision to create a charter application, which may lead to the design and development of an innovative K-12 STEAM charter school that will serve as a model for Georgia and the Nation.

Mission: The mission of the proposed K-12 UPSA is to *prepare* students for success in a competitive, global society by providing an educational, social, and technological foundation emphasizing leadership, creativity, and talent development through applied learning opportunities that *inspire* our students with an innovative STEM emphasis, requiring the use of 21st century skills.

Vision: Simply put, our vision is to *prepare* and *inspire* our students. Derived from the report given to the president by the President’s Council of Advisors on Science and Technology (PCAST) on “K-12 Education in Science, Technology, Engineering and Math (STEM) for America’s Future,” our vision addresses the following goals.

1. Ensure that our students have the capability to become
 - a. STEM-capable leaders and citizens of democracy.
 - b. Innovators in a STEM-proficient workforce
 - c. Future STEM experts
2. Close the achievement and participation gap for traditionally underrepresented students in the STEM fields (girls, impoverished youth, and kids of color) and confidence gap for young women.
3. Develop leadership skills, creativity, and unique talents in all of our students.
4. Inspire our students, especially those traditionally underrepresented to promulgate this vision as STEM Teachers
5. Raise student achievement

Partner Involvement in Complex Projects: The partners in the Collaborative have a detailed history of implementing complex projects. The *Greene County School System* operates five schools in the district on a budget of approximately thirty million dollars. The district has implemented federal grants such as the Gateway to Education Achievement and Re-Engagement, (GEARS), a \$2.3 million initiative to increase the graduation rate. In a National Science Foundation Grant, the GCSS implemented a complex project with the University of Georgia, the Georgia Institute of Technology, and two other school systems to develop an innovative learning environment that combines elements of social networking and virtual 3-D communities to encourage secondary and post secondary students with disabilities to pursue majors in the STEM areas. In the fall of 2009, the Board of Education partnered with the Georgia School Boards Association and the Georgia Leadership Institute for School Improvement to develop a comprehensive strategic improvement plan. School-based and central office administrators, government and civic leaders, and stakeholders were invited to serve on the Strategic Planning Team. This school improvement initiative continues today. The *Georgia Tech Research Corporation* works on behalf of all academic departments and non-GTRI Georgia Tech units. It serves as the contracting agency for sponsored research projects performed by the Georgia Institute of Technology (GIT) and provides administrative and financial support as well as complex services such as Mortgage Relocation, Lab and Research Relocation, Travel Advances, Tuition Reimbursement and Grant Money in support of their research activities. As the lead facilitator of the K-12 UPSEA application development process, *Ed Innovation Partners* brings proven experience and results through complex projects and successful initiatives at the local, regional, and state level. EIP has: a) designed, developed, implemented and managed an USDOE-Funded Mentoring Partnership serving at-risk youth in rural Georgia counties including the essential financial and partnership sustainability activities; b) contracted with educational institutions to design, develop, and implement leadership and capacity-building strategies including Board Development, Entrepreneurial Leadership, External and Postsecondary Partnerships, Resource Development and Sustainability, Professional Development Plans, Family-School-Community Action Plans, and External Evaluations; c) founded, opened, and operated a Career Academy (Walton) overseeing all essential aspects of start-up and operation; d) managed the development, application, implementation, and accountability (including all compliance-legal, financial, and academic) of multiple locally and state approved charter school initiatives; e) directed the efforts of the Georgia Charter Schools Commission; and f) coordinated and built essential coalition opportunities for statewide education reform policy and legislation initiatives.

Charter School Experience: The *Greene County School System* operates the Lake Oconee Academy, a public charter school in Greensboro, Ga., which currently serves grades Pre-K4 through 6th

grades. The Academy's scores in Reading, English/Language Arts, Mathematics, Science, and Social Studies exemplify its success with 99% of the students meeting or exceeding state standards with 61.5% of the students exceeding standards. The Collaborative will work with *Ed Innovation Partners* and its proven track record of successful planning, development, implementation, management, and authorization of charter schools in Georgia. EIP will drive the planning and development aspect of the K-12 UPSA as outlined in the Venture Grant. The principals of EIP have played a role in the advisory, planning, development, review, or authorization of over 50 charter applications in the past five years as well as leading successful youth development, charter school, and educational transformation initiatives across the state. The collective efforts of EIP's principals have broken new ground in the charter school movement and produced approval(s) and successful implementation of charter schools creating positive community and student outcomes in communities across Georgia including leadership of comprehensive successful charter school development efforts in five counties as well as involvement and advisory roles with successful proposals in three other counties. Members have also worked on comprehensive charter efforts in multiple district(s) still pending approval. Approved schools continue to meet/exceed the performance and organizational goals outlined in their respective charter contracts. Additionally, the EIP team has served in a charter authorization capacity at both the local and state level, responsible for the review of over 50 charter application and approval of 19 charter applications leading the growth and sustainability of quality of charter schools in Georgia.

Other Educational Programming Leading to Positive Student Outcomes and Opportunity: The UPSA Project Director, *Chad Mote*, and contributing researchers and engineers from GIT such as the Primary Investigator, *Greg Book*, provided educational programming and student assistance at Apalachee High School, Barrow County with the support of building and system level leadership which led to a 300 percent increase in AP science enrollment, a 400 percent increase in the number of students attending Georgia Tech, and a 5 percent increase in test scores in chemistry. Most importantly, the team provided the inspirational, motivational, and educational foundation for the first group of underrepresented students (female, low-income, and African American) to successfully enroll in and pursue engineering at the Georgia Institute of Technology and the United States Air Force Academy, an increase of 600 percent. This work eventually led to proposal development by Barrow County Schools and the receipt of 1.7 million dollars in RT3 funding during the first round.

Section 2: Need for Project

Geographic Location: The Greene County School System is	Union Point by Grade and % Did Not Meet(DNM)	Carson Middle by Grade and % Did not Meet	% DNM CRCT Achievement Gap by Race for System	% DNM CRCT Achievement Gap by Race for UP
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Science	Grade	%DNM	Grade	%DNM	White	AA	White	AA
	3 rd	53	6 th	32	19	47	15	59
	4 th	33	7 th	36	White	Hispanic	White	Hispanic
	5 th	29	8 th	60	19	24	15	50
Math	Grade	%DNM	Grade	%DNM	White	AA	White	AA
	3 rd	60	6 th	21	19	35	27	55
	4 th	40	7 th	19	White	Hispanic	White	Hispanic
	5 th	26	8 th	46	19	25	27	63

Exhibit 1: Science and Math CRCT Scores for Union Point Elementary and Carson Middle School.

In addition to elementary and middle school achievement needs, the only current high school option, Greene County High School, had a 7.2% dropout rate, almost double the state average. In 2010, the overall performance index reflected a 7.26 loss of students meeting and exceeding standards as compared to the previous year. Due to the high dropout rate (5% in 2010), low graduation rate, and low pass rates on the EOCT, it is clear that GCSS students do not see a connection between school, their interests, and their post-high school goals. Low-income students in the district also become single parents at a higher rate than other districts and are often from single parent families themselves. For the past six years, the GCSS has qualified for a waiver giving the system a 100% free and reduced lunch status, which is indicative of persistent, intergenerational poverty.

Unique Learning Opportunities: The partnership will create a charter application for a project-based, progressive school where students will participate in communities of practice with highly qualified teachers, the community (local, national, and global), Institutes of Higher Education (IHEs), industry, and business. Technology will mediate access to certain communities of practice that would not otherwise be available. As a 1:1 laptop school, our students will participate as both users and designers of technology. Using the high bandwidth capability of Internet2, TLA students will connect with these communities via high definition videoconferencing modeled after the innovative Direct 2 Discovery (D2D) program, an Innovation Fund recipient. In this initiative, STEM researchers, engineers, and scientists such as the Primary Investigator from Georgia Tech (*Greg Book*) and the Project Director (*Chad Mote*) successfully raised student achievement, increased AP science enrollment, and increased the number of underrepresented students (female, low-income, and African American) who pursue STEM fields, particularly engineering.

Through a creativity and arts infused STEM curriculum, numerous studio art, art history, and art education professionals will develop service learning components of their courses to work with integrating art and STEM at this proposed charter school as consultants. With the assistance of researchers, engineers, scientists from the Georgia Institute of Technology, industry experts such as Jud Ready from Exponent, and artists and faculty who will work as independent consultants from the Lamar Dodd School of Art and Faculty of Engineering at UGA and the Georgia Museum of Art, the K-12

Union Point STEAM Academy will build an educational model in which technical excellence, innovation and humanism are given equal standing, a way to inspire cross-disciplinary collaboration and unique opportunities for our students. In problem and project-based applied learning opportunities, students will nurture creative thinking using a framework developed from the Root-Bernstein's' Sparks of Genius. Drawing from the area's resources aligned with a STEAM emphasis, UPSA will hold its students to the highest academic standards. While we will serve all students, UPSA will fill an unoccupied niche for traditionally underrepresented students who typically do not choose STEM careers including teaching.

At the K-12 Union Point STEAM Academy, students will learn the GPS standards, leadership skills, teaching skills, and life-skills within the context of projects to produce artifacts (i.e., cultural products) based on problems and entrepreneurial ideas posed by students, teachers, and the community. Students will present these artifacts to their peers, school, and community. At the heart of the school is the integration of partnerships and applied-learning experiences across the curriculum to drive collaboration between students, parents, community members, government, businesses, and service organizations. The driving force, our teachers and leadership team, will be instrumental in bringing local, regional, and statewide resources into all aspects of the school as we create true learning partnerships where “real-world” connectivity occurs. The K-12 UPSA will ensure cross-curricular learning opportunities and GPS Core Curriculum and National Standards linked programming, which will be formatively and summatively assessed through multi-year capstone projects, standards based reporting, portfolios, teacher and student driven assessment, and state and national standardized tests.

High Tech in Demand Careers through Partnership with High Tech Industry and Post-secondary Institutions: UPSA will provide unique learning opportunities through collaborative programming and resources development to *increase student achievement, lower the achievement gap, lower the participation gap for underrepresented students in STEM fields including teaching, and lower the confidence gap for young women in STEM*. These include internships integrated into and/or supplementing each child's core curriculum, developed within his/her Individualized Learning Plan. Drawing from the ILP model of the Science Leadership Academy (SLA) of Philadelphia, a highly innovative progressive school, our high school students will participate in internships each year. Summer programming will further these opportunities through summer institutes and by ensuring that our students are involved in research, internships, and or service learning each summer.

Section 3: Quality of Project Design

Needs Analysis, Demand, and Development of the Charter Application: The Greene County STEAM Collaborative and its local members will undertake a rigorous and comprehensive stakeholder input and ensure a collaborative development process to further define need, demand, and structure of

the UPSA. Preliminary projections indicate a preferred scale for programmatic and fiscal balance at full enrollment and configuration between 700-900 K-12 students; however, partners anticipate a scaled opening configuration of grades K-8 with maximum enrollment of approximately 500 students. The charter application planning and development process of the proposed K-12 Union Point STEAM (charter) Academy will serve as a catalyst for collaborative development amongst vested community, postsecondary, business, and other organizations as well as capitalize on relationships with existing educational and charter school initiatives. Stakeholders will be fully engaged in all aspects of the petition process, the operation, and the governance of the school, ensuring that the K-12 UPSA builds and secures broad community support for all phases of development, implementation, operation, governance, management, and evaluation. To ensure community engagement, *Ed Innovation Partners*, *the Greene County School District*, and *GCSC Leadership* will initiate a proven engagement approach designed to engage parents, community members, and a wide variety of citizens with specific outcomes geared toward creating a distinct STEAM focused charter school (Exhibit 2).

Anticipated Outcomes	Action Steps	Deliverables
<ul style="list-style-type: none"> • Identification and articulation of current and future educational needs • Identification of strengths/assets of the surrounding community • Identification and articulation of specific academic programs included in the design of the school • Identification of extracurricular and auxiliary educational activities • Identification and formalization of partnership opportunities to enhance programming • Development of a comprehensive strategy for active and meaningful parental involvement • Development of a resource development strategy to ensure sustainability 	<ul style="list-style-type: none"> • Constructive dialogue with the Greene County School System and the UPSA Community to ensure collaboration and alignment with vision, mission, and strategic goals • Facilitation of community survey • Facilitation of community forums or town-hall meetings • Facilitation of conversations with parents, community members, and other stakeholders as part of community “immersion” of partners • Identification, development, and formalization of key partnerships that meet the needs addressed by the community and aligned to the core-curriculum, STEAM programming, and other extracurricular and auxiliary educational activities • Implementation of communication and feedback loop that includes an information and dissemination website that provides information about the school choice and charter school movement, UPSA, partners, and application-specific information and updates. 	<ul style="list-style-type: none"> • Essential incorporation and legal documents of the non-profit board • Essential collateral and marketing materials • Website and digital media presence • Survey and support documents • Five-year strategic plan • Business Plan for the GCSC Collaborative and proposed school • Pre-enrollment projections • Budget Models • Grant Applications • Facility Plan • Partner MOU’s/MOA’s • Comprehensive resource development plan • Grant Application • Completed charter application

Exhibit 2: Stakeholder Input and Collaborative Development Process Overview

Evidence of Demand and Integration into Design: The stakeholder input and collaborative development process, coupled with other components of application development will assist UPSA in developing the distinct educational framework for the school. Need and demand will be quantified in a number of ways including:

- Community survey
- Community forum participation, surveys, and support petitions
- Online support petition
- Online support survey
- Other needs assessments and market analysis

Governance: To ensure a representative process and governing board, the UPSA Governing Board will be formalized through an open and engaging process including stakeholders, referrals from partners, self-identification, and other best practices. The roles and responsibilities will be outlined as part of stakeholder input and further developed through board training (*Educational Entrepreneurship and Innovation Training* - already approved by Georgia's State Board of Education as an option for all boards of education) and application development facilitated by *Ed Innovation Partners*. Additionally, the K-12 Union Point STEAM Academy will become an applicant member of the Georgia Charter Schools Association and will access many of the resources offered to new charter schools by GCSA. The governing board will have a strong local presence in direct oversight of school activities and oversee implementation of the school's mission. The governing board will be responsible for developing, revising and adopting the mission, vision, and values of the school and appropriate policies to ensure those fundamentals are maintained.

Advancing RT3 Strategy and Student Performance: The overall theme for these initiatives is driven by the RT3 goal to increase the number and percentage of students and teachers with access to innovative programs, strategies, and practices related to STEM education, applied learning, teacher/leader recruitment, and development that incorporates the advantages that a successful charter school such as the proposed K-12 Union Point STEAM Academy can bring. The network that has been created in this effort and will be created in the planning process will result in a measurably stronger commitment from public and private sectors to support and advance positive academic outcomes for students as well as setting the foundation for a potential homegrown teacher pipeline who serve traditionally underrepresented students in the STEM areas.

Research Based Approach Leading to Improved Student Outcomes: Our approach to teaching, learning, and motivating our students can be generally framed in terms of 1) psychosocial components, 2) learning theory and 3) pedagogical approaches. However, the final design of the school will be determined through rigorous planning and stakeholder involvement outlined in this application.

Psychosocial Components: Self-Determination Theory (SDT) is a broad theory of personality development and human motivation based on empirical research and has only recently been applied to education. SDT guides our practice to facilitate higher motivation by meeting three basic psychological needs—*competence, relatedness, and autonomy*. Using SDT, the school will cultivate intrinsic motivation. Comparison of students whose motivations are intrinsic to those who are externally controlled by teachers show that intrinsically motivated students have more “interest, excitement, and confidence,” which increases performance, persistence, and creativity. Factors that enhance intrinsic motivation include positive feedback, open communication, optimal challenge, freedom from demeaning evaluations, choice, acknowledgement of feelings, and opportunities for self-direction. Factors that inhibit intrinsic motivation and result in lowered student achievement include repeated extrinsic rewards and punishments, deadlines, directives, pressured evaluations, and imposed goals. Much research has been conducted to examine the relationships between the different types of motivation and student outcomes. In education, there is evidence since the early 1990s that self-determined motivation toward school as applied through SDT is associated with many important outcomes including higher student achievement, healthier coping mechanisms, more preference for challenge and rigor, creativity, well-being, as well as persistence in class and in school.

Learning Theory: Particular lenses that we anticipate using to understand and promote learning is from a Sociocultural and Progressive perspective rather than the typical Behaviorist framework of most schools based strictly on rewards and punishments. We will utilize the tenets of Constructionism and Progressivism as applied in the Science Leadership Academy (SLA) of Philadelphia through internships

Constructionism: Constructionism moves beyond constructivism to include the design process where students share their cultural artifacts with others as “objects to think with.” In the majority of schools, students rarely get the opportunity to *design* and *invent* as they do in constructionist classrooms. In one study, students learned how to work as a community of learners and designers similar to the work that is done by STEM experts (i.e., computer scientists and mathematicians). They learned math and acted as “collaborators, coaches, audience, and co-constructors of knowledge.” In a MIT study, researchers found that students learned important mathematical and scientific ideas through design activities, while learning about the design process in constructionist classrooms.

Progressivism: The Science Leadership Academy of Philadelphia where the *Project Director* conducted his principal internship under Chris Lehmann is nationally recognized as an innovative 21st century school, is the first urban high school to be named an Apple Distinguished School, and

has been visited by high profile STEM experts such as Bill Gates. President Obama recently spoke to the graduating class at their commencement in June, 2012 to congratulate them on their successes as low-income students and students of color, many of which are attending Ivy League and competitive schools such as Penn, MIT, and Harvard in the fall. At SLA, a group of students even patented a design for a bio diesel engine, a design that was used by small rural communities in South and Central America. The Collaborative plans on incorporating many of the progressive learning strategies evident in SLA, which has a proven track record of success. Such strategies include learning through design, understanding by design (UbD), and internships. UPSA high school students will participate in an internship within the Greene County community and beyond on one day each week during the school year. The first year of the internship in 10th grade will focus on research, the second year on Social Entrepreneurship and Career, and the final, senior year will include a communication and teaching component as Student Assistant Teachers (SATs). Leadership has already identified internship opportunities including original STEM research through programs at the local University of Georgia and the Georgia Institute of Technology. MoWerks learning has also agreed to accept interns to explore computer science skills and instructional design and development.

Applied Learning Opportunities: Evidence suggests that STEM internships make a positive impact on students' interest in STEM careers including scientific research by providing authentic learning environments, encourages students to imagine themselves as a researcher or STEM professional, and results in the acquisition of new and useful expert skills regardless of gender. Particularly, students who become interested in science and have an opportunity to participate in original scientific and engineering research in high-school are significantly more likely to enter and persist in a science career compared to students who do not participate in original research until college. Our internship opportunities will provide career guidance and support to encourage young females and students of color to participate in programs that expose them to the STEM areas. Early hands-on exposure to STEM tools and phenomena will challenge their stereotypes of these fields as well as the stereotypes that teachers and parents hold. Students will present their research findings and internship experiences in the published school research journal and in their senior capstone project. UPSA Internships also include Student Assistant Teachers, SATs, another successful Science Leadership Academy model, for those students who are interested in pursuing teaching as a career particularly in STEM. SATs will serve as peer mentors and tutors to underclassmen and will have opportunities to teach classes in conjunction with UPSA teachers. We expect that many of our Student Assistant Teacher will go on to become STEM teachers themselves to also teach traditionally underrepresented students in the STEM areas (students of poverty and color, female students) who have typically been taught only by

White males especially in areas of computer science, engineering, physics, and chemistry.

Pedagogical Approaches to Teaching and Learning We take a practitioner-oriented approach to teaching and learning; teachers are professionals who understand how to best teach their students much like doctors who know best how to treat their patients. Our teachers will apply Self-Determination Theory, Constructionism, progressivism and other theories of learning and practice to current pedagogical methods such as project-based and problem-based learning in a seamless curriculum. While students may be grouped according to grade level and take courses in a specific discipline such as engineering or computer science at times, this is not always the case. Students at UPSA do not learn math in one space and then transition to learn computer science in a different space. Instead, they learn the Georgia Performance Standards, National Standards and Core Curriculum, leadership skills, teaching skills, and life-skills within the context of projects to produce artifacts/cultural products based on real-world problems and entrepreneurial ideas posed by students, teachers, and the community. Young people of different ages may be grouped together depending on ability and project context. Generally, students of different ages and grades will be grouped in classes according to projects two days per week, disciplines/subjects two days per week, and will participate in internship experiences one day per week in high school. We believe that our research-based approach will catalyze achievement, leadership, creativity, and teaching and communication skills of all students.

Scope of Work: The Greene County STEAM Collaborative Leadership team will complete the following Scope of Work (Exhibit 4) in partnership with *GCSS, Ed Innovation Partners, and the Georgia Tech Research Corporation*. The planning and development of the Union Point Steam Academy initiative will be facilitated and managed by *Ed Innovation Partners*, supervised by Chad Mote as the Project Director in collaboration with Greg Book, Primary Investigator at Georgia Tech. Additionally, committed collaborators and each member of the partnership listed above will be actively engaged and contribute to the application development and school design process through a carefully managed process whereby EIP and the Project Director ensure collaboration with the Core Leadership Team and the Governing Board Members (Board).

EXHIBIT 4: RACE TO THE TOP INNOVATION FUND SCOPE OF WORK

RACE TO THE TOP INNOVATION FUND				
SCOPE OF WORK				
NAME OF PARTNERSHIP: GREENE COUNTY STEAM COLLABORATIVE				
GOAL 1: ESTABLISH GOVERNANCE STRUCTURE FOR UNION POINT STEAM ACADEMY				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE

Governing Board Development	<ul style="list-style-type: none"> Members/Roles Defined 	October 2012	EIP Project Director	Other Venture Funds
Governing Board Training and Preparation	<ul style="list-style-type: none"> Educational Entrepreneurship and Innovation Training Preparation for Presentations and/or Interviews 	January 2013	EIP	Venture Funds – Board Training
GOAL 2: STEAM TRANSFORMATIVE EFFORTS AND UPE INSTRUCTIONAL FRAMEWORK FORMALIZED				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
School Instructional Model and STEAM Framework Defined	<ul style="list-style-type: none"> Articulate Vision and Mission Identify Potential Education Model(s), Best Practices, and Innovative Approaches Identify Partnership Programs and Proposed Alignment Identify Potential Support and Wrap-Around Programs 	November 2012	EIP Project Director Leadership Team Partners Board Community	Venture Fund Other
Key Planning Documents Developed	<ul style="list-style-type: none"> Develop GCSC/UPSA Strategic Plan Develop GCSC/UPSA Resource Development Plan 	December 2012 January 2013	EIP Project Director Leadership Team Partners Board	Venture Fund Other
GOAL 3: STAKEHOLDER INVOLVEMENT AND COLLABORATIVE DEVELOPMENT				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Marketing and Outreach	<ul style="list-style-type: none"> Develop Marketing Plan Develop and Implement Online Survey and Support Petition Develop Collaterals and Community Outreach Documents Create Website 	October 2012 through November 2012	Project Director Marketing/PR Consultant EIP Leadership Team Partners/Staff	Venture Funds Other
Partner-Building	<ul style="list-style-type: none"> Initiate and/or formalize relationships among stakeholders and facilitators Provide Project/Partnership Overview and Presentation to Community Engage Elected Officials and Political Leadership Finalize Partnership Model/Plan Execute MOA's/MOU's Continue Community Visibility 	October 2012 through March 2013	Project Director EIP Leadership Team Partners Board	Other Venture Fund
Outreach and Stakeholder Involvement	<ul style="list-style-type: none"> Finalize Presentation Materials Finalize Press Materials and Targeted Communications Participate in Networking and Marketing at/with Key Organizations and Events Participate in Public/Government Meetings Facilitate Charter-Centered Town Hall Meetings Implement Community Input/Stakeholder Input and Collaborative Development process 	November 2012 through March 2013 *Ongoing for community engagement	EIP Project Director Marketing/PR Consultant Leadership Team Board Other Partners	Venture Fund -Materials -Forum Other

	for charter application (surveys, petitions, letters)			
GOAL 4: CHARTER APPLICATION DEVELOPMENT, SUBMISSION, AND FOLLOW-UP				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Charter Application - Partnership and Stakeholder Review	<ul style="list-style-type: none"> Draft Application Schedule topic reviews for stakeholders Acquire Support Letters and Documentation 	February 2013	EIP Project Director Leadership Team Partners Board	Venture Funds -App Printing Other
Integration of Community input into application and programming	<ul style="list-style-type: none"> Develop Final Draft Submit Application 	March 2013	Project Director EIP Board	Venture Fund -Application -Materials Other
Review/Approval Process	<ul style="list-style-type: none"> Continue Community Dialogue Participate in Interviews and Follow-Ups as Necessary 	March 2013 through June 2013	EIP Project Director Marketing/PR Consultant Leadership Team Board Other Partners	Venture Fund -Materials Other

Section 4: Quality of Project Evaluation

Outcome Alignment with Innovation Fund Goals: Potential outcomes for the K-12 Union Point STEAM Academy are aligned to the four (4) long-term goals of the Innovation Fund outlined in the Request for Proposals (Exhibit 5)

EXHIBIT 5: OUTCOME ALIGNMENT

<i>Area</i>	<i>Component</i>	<i>Innovation Fund (RT3) Goal Alignment</i>
<i>UPSA Partnerships</i>	<ul style="list-style-type: none"> Partnership solidified with the Greene County School System, Ed Innovation Partners, Georgia Tech Research Corporation, and the University of Georgia Partnerships expected to emerge with local and global business, higher education, and social services agencies 	<u>Goals 1, 2, 3, 4</u>

<i>UPSA Student Goals</i>	<ul style="list-style-type: none"> • Ensure that our students have the capability to become <ol style="list-style-type: none"> a. STEM-capable leaders and citizens of democracy. b. Innovators in a STEM-proficient workforce c. Future STEM experts • Close the achievement and participation gap for traditionally underrepresented students in the STEM fields (girls, impoverished youth, and kids of color) and confidence gap for young women. • Develop leadership skills, creativity, and unique talents in all of our students. • Inspire our students, especially those traditionally underrepresented to promulgate this vision as STEM Teachers • Raise student achievement 	<u>Goals 1, 2, 3, 4</u>
<i>UPSA Charter Petition Development</i>	<ul style="list-style-type: none"> • During the petition development phase unique collaboratives will emerge, resulting in further partnerships, integration of current research, new educational innovation, research planning, and cross-state talent recruitment. 	<u>Goals 1, 2, 3, 4</u>
<i>UPSA Implementation (Assumes charter is approved and envisioned partnerships)</i>	<ul style="list-style-type: none"> • Once UPSA opens, all stakeholders benefit, and UPSA will serve as a model to the state and nation. • Attract high talent engineers, scientists, industry experts, and teachers to the Greene County School System of Georgia to teach at UPSA through leadership and partnership networks. • Increased parental and community involvement with the school. 	<u>Goals 1, 2, 3, 4</u>

Leveraged Resources for Plan Implementation: The project is supported by GCSD and aligned with partners and individuals who have agreed to provide specific expertise and support during the charter application development process. GCSD has exercised a willingness to move forward with the concept of a STEAM Academy at UPE and have recently hired a STEAM Coordinator who will serve as Project Director in this grant to oversee its conversion. This grant will allow the community to plan for the opportunity to consider conversion to a charter school. Additionally, team contributors and leadership have committed to the planning, implementation, and beyond of the effort. The partnership with these entities and individuals provide access to start-up and implementation expertise, facilities, resources, and student support as well as STEAM Industry and other key sectors. GCSC/UPSA is also receiving substantial in-kind support from Institutions of Higher Education and/or their faculty (GTECH, Penn, UGA), industry professionals, and skilled consultants in both STEAM and Charter Sectors. This also includes top-level talent from STEAM, Higher Education, K-12 Education, Consulting, and a cross-section of business, industry, arts, governmental, and other for-profit and non-profit stakeholders that will contribute and collaborate as a part of this process. The following (Exhibit 6) have been engaged in providing specific expertise and/or support during the petition development process and future school success or have agreed to provide further support with members of the management team. During this work, we believe that other substantial resources will emerge.

Exhibit 6: Contributors to TLA Venture

Collaborators from The University of Georgia		
UPSA Role	Qualifications	Relevant Experience
STEM Education Consultant	• Assistant Professor, Science Education, University of Georgia	• Teacher Supervision • Higher Ed., K-12 Teaching • Scientific Research
Engineering Education Consultant	• Assistant Professor, Engineering Education, College of Engineering, University of Georgia	• Engineering Education research and teaching • K-12, Higher Education
Engineering Education Consultant	• Assistant Professor, Engineering Education, College of Education, University of Georgia	• Engineering Education research and teaching
Engineering Business and Industry Consultant	• Faculty of Engineering, Engineering Education, University of Georgia	• Engineering Education research and teaching • Previous Environmental Engineering
CTAE and Vocational Education Consultant	• Adjunct Professor, Agricultural Education, College of Agriculture, University of Georgia	• Curriculum Development and Leadership at the GA State DOE
Collaborators from The Georgia Institute of Technology		
Material Science and Engineering Consultant <i>Providing HD Videoconferencing to TLA Carbon Nanotube Research</i>	• Senior Research Engineer - Georgia Tech Research Institute • Adjunct Professor - School of Materials Science and Engineering	• Extensive Materials Science and Engineering Research • Photovoltaic Cells, Solar Cells, • Carbon nanotube curriculum integration
Computer Science & IT Consultant <i>Providing HD Videoconferencing to TLA Technology Integration Computer Science</i>	• Associate Vice Provost for Research & Technology and Chief Technology Officer, Office of Information Technology, Georgia Tech	• Extensive Research in Computer Science and Technology Management • K-12, Higher Education STEM Initiatives
Computer Science & IT Consultant <i>Providing HD Videoconferencing to TLA Technology Integration Computer Science</i>	• Project director senior researcher in the Georgia Tech Research Institute's Information Technology and Telecommunications Laboratory	• Extensive Research in Computer Science and Technology Management • K-12, Higher Education STEM Initiatives
Engineering Consultant <i>Providing HD Videoconferencing to TLA Scanning Electron Microscope</i>	• Nanotechnology Research Center (NRC) Assistant Director, External User Program, Georgia Tech • Senior Research Scientist	• Extensive Research in Scanning Electron Microscopy • K-12, Higher Education STEM Initiatives
Collaborators from The University of Pennsylvania		
Educational Leadership, Governance, School Finance Consultant	• Educational Leadership Professor, Graduate School of Education, UPenn • Senior Management Penn Alexander School	• Former Superintendent Trenton New Jersey Public School District • Thirty Year Educational Administration
STEM Education and Teacher Education Consultant	• Associate Director of Teacher Education, Graduate School of Education, UPenn	• 29 year veteran of Teacher Education, Elementary and
Business, Marketing and Finance, Social Entrepreneurship, Non-Profit Management Consultant	• Educational Leadership Doctoral Student, UPenn • MBA NYU, Stern Business School	• Social Entrepreneur of the Year, Penn • Co-Founder of an educational non-profit • Former Vice President, Lehmann
STEM Education, Math in Context, Girls in Engineering Consultant	• Teaching, Learning, and Teacher Education Doctoral Student, UPenn	• Global Education School Leader, Oregon • Mathematics Education Research
Multicultural Education and Equity Consultant	• Teaching, Learning, and Teacher Education Doctoral Student, UPenn	• The Association of African American Graduate Students in Education Co-President

Collaborators from Business, Higher Education, K-12, and Law		
STEM Education and Federal Programs (Title 1) Consultant	<ul style="list-style-type: none"> •Georgia Science Educator •High School Science Department Head •Title 1 School Administrator 	<ul style="list-style-type: none"> •School leadership •Science Education •STEM integration programming •State and Federal Program
Math and Computer Science Education Consultant	<ul style="list-style-type: none"> •Georgia Math and AP Computer Science Educator •Ph.D. Candidate, Math Education, UGA 	<ul style="list-style-type: none"> •Georgia Math and AP Computer Science Educator •Clarke County Water Conservation Curriculum Development
Legal Consultant	•Attorney - Law Offices	•Finance, Bankruptcy, Educational Law
Technology, Movie, Business, and Arts Consultant	•Executive Producer for a Brand Integration Company	•Commercial and Movie Editing Work for TLC, Spike, Nickelodeon,
STEM Multicultural Education Consultant	<ul style="list-style-type: none"> •Assistant Professor - University of South Florida •Former UGA Professor 	<ul style="list-style-type: none"> •Extensive work in Science Education and Research •GA Coastal and Environmental
Music and Arts, STEM Education Consultant	<ul style="list-style-type: none"> •Director, GACS Choruses and Orchestras •Musical Performer 	•Music Education, Leadership, and Performance

Exhibit 7: APPROACH TO PROJECT EVALUATION FOR VENTURE GRANT APPLICANTS

GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
GCSC/UPSA will increase direct financial contributions and funding opportunities beyond state and federal support to ensure financial viability and maintain positive fund balance.	Resource Development Plan Budget Documents Audits	Annually
GCSC/UPSA will increase its resource commitments (financial and in-kind) annually to support partnership projects and school programming.	Resource Development Plan Budget Documents Audits	Annually
GEORGIA BENEFITS FROM AN INCREASED NUMBER AND PERCENTAGE OF STUDENTS AND TEACHERS WHO WILL HAVE ACCESS TO INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES RELATED TO APPLIED LEARNING AND TEACHER/LEADER RECRUITMENT AND DEVELOPMENT		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
The proposed Charter School will serve a minimum of: <ul style="list-style-type: none"> • 320 students in Year One • 540 students in Year Two • 650 students in year three and expand to <ul style="list-style-type: none"> • 900 student at full-capacity (K-12) Students in Subsequent Years 	Student Applications Enrollment Data FTE	Quarterly and Annual Collection and Review

STEAM Specific Opportunities, including Collaborative Communities of Practice, will increased number of students, teachers, and stakeholders who are given the opportunity for real world, practical application of education through STEAM Collaborations, Internships, and other opportunities	Strategic Plan Charter Application Student Programs of Study Student Records Annual Report	Planning Period Quarterly and Annual Reporting
Increased number of students who show and interest in pursuing teaching as a career, especially in the STEM areas.	Student Surveys	Bi-Annually
Increased number of students who express interest in STEM careers	Student Surveys	Bi-Annually
Increased number of students who exhibit leadership skills.	Observational Data	Quarterly
Recruitment of talented teachers, STEM experts including scientists and engineers, industry & business experts, and Educational Leaders from prestigious universities and K-12 schools, TFA alumni network, and notable industries.	Applications Employment Records	On-going
GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER INDUCTION, AND HOMEGROWN TEACHER PIPELINE EFFORTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
The Charter Application for converting the Union Point STEAM Academy from a K-8 to a K-12 Charter School is 100% Completed by the end of the planning period	Submitted Application	Application Deadline and Review Period as established by GCBOE and GADOE
Project Director will base doctoral dissertation in Educational Leadership and/or Teaching and Learning on related outcomes in the school.	Dissertation Check Points	On-going
GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Students demonstrate measured improvement annually in Work Ethic Assessment from Year One Baseline	-Work Ethic Checklist and Rubric -Student Assessments and Inventories	Annual
GCSC/UPSA will provide opportunities for meaningful Family-School-Community Partnerships through increased parental participation compared from year one baseline.	Participation Logs Action Plan Conference attendance sheet Other Measures as determined	Quarterly
GCSC/UPSA will increase academic performance and outperform schools of similar demographics on mandated state/federal tests compared from year one baseline and comparison to other demographically similar schools.	Test Scores and Reports	Annual Report

<p>GCSC/UPSA will prepare students for rigorous academics at the secondary and postsecondary level through:</p> <ul style="list-style-type: none"> Increased number of students enrolled in courses required for successful college matriculation (sequenced appropriately) Increased number of students completing Algebra I successfully at Middle School Level Increased number of students enrolled in AP/ joint enrollment courses Improved GPA in core curriculum Increase in standardized test scores (PSAT/SAT/ACT) Increased graduation rates Increased Postsecondary Acceptance rate <p>Compared from Year One Baseline AND/OR Comparison to other demographically similar schools.</p>	<p>Portfolios Grade Reports Attendance Reports Score Reports</p>	<p>Quarterly and Annual</p>
<p>Students and their families are aware of potential career pathways and postsecondary opportunities as reflected by:</p> <ul style="list-style-type: none"> Increased understanding of college opportunities and financing options Increased awareness and understanding of career options Increased family college awareness Increased number of scholarship recipients <p>As reflected in increase from baseline data collected via surveys and focus groups and comparison data.</p>	<p>Surveys Focus groups Portfolio data</p>	<p>Quarterly and Annual</p>
<p>Project Director will base doctoral dissertation in Educational Leadership and/or Teaching and Learning on related student outcomes.</p>	<p>Dissertation Check Points</p>	<p>On-going</p>

Section 5: Quality of Project Management Plan

As outlined in Section 3, The GCSC/UPSA Leadership Team will complete the Scope of Work (Exhibit 4) in partnership with *GCSS*, *Ed Innovation Partners*, and the *Georgia Tech Research Corporation*. The planning and development of the Union Point Steam Academy initiative will be facilitated and managed by *Ed Innovation Partners (EIP)*, supervised by *Chad Mote as the Project Director* in collaboration with *Greg Book, Primary Investigator* at Georgia Tech. Each member of the partnership and other committed collaborators will be actively engaged and contribute to the application development and school design process through a carefully managed process whereby EIP and the Project Director ensure collaboration with the Core Greene County STEAM Collaborative Leadership Team and Governing Board Members.

Qualifications and Background of Core Leadership: Key project personnel backgrounds encompass: university faculty and leadership development; charter school development and consulting; public school system and building-level administration; resource development, strategic planning, and fundraising; STEAM subject matter experts and pedagogical experts; multicultural education and equity; mental health and community counseling; technology; business and finance; GA state DOE leadership; movie and commercial business; federal and state programs (Exhibit 8).

Exhibit 8: Key Project Personnel Overview

GCSC Leadership	GCSC Role Skills	Qualifications	Relevant Experience
Chad W. Mote	Project Director <i>Educational Leadership STEM Expert Instructional Technology Teaching and Learning Urban & Rural Education K-12, Higher Education Collaboratives</i>	<ul style="list-style-type: none"> •Ed.D. Educational Leadership (2014) University of Pennsylvania w/principal certification (2012) •B.S., M.Ed., Ed.S. University of Georgia •Psychology, Science Education, Instructional Technology •Certified GA Science Educator, Gifted Education, AP Chemistry 	<ul style="list-style-type: none"> •School leadership, UPSA STEAM Coordinator •PA State Certification for TFA teachers •GA Science Educator 8 years •Community Counseling •GIFT fellow •D2D project with Georgia Tech
Danny Brewington	Lead Facilitator <i>Leadership Development Strategic Planning Educational Research Policy Development Partner Development Contract Development and Negotiation Program Design and Management Performance Measurement Grant-Writing and Resource Development</i>	<ul style="list-style-type: none"> •B.A., M.Ed. - University of Mississippi, University of Georgia •Partner, Ed Innovation Partner, LLC •President, Brewington & Associates •Former Faculty at University of Georgia – Fanning Institute of Leadership as external consultant to education and community development initiatives •Program Coordinator at UGA College of Education leading local, state and federal initiatives geared toward student outcomes and education •Leadership and capacity-building 	<ul style="list-style-type: none"> • Comprehensive Charter School Planning and Development • Fundraising and Resource Education, Business and Resource Development • Evaluation and Outcomes Strategies • Stakeholder and Collaborative Development Facilitation • School district strategic, programmatic, and implementation of external planning, design, and evaluation efforts
Mark Peevy	Lead Advisor <i>Charter School Authorizing Strategic Development Partnership Development School Operations Business Development Strategic Alliances</i>	<ul style="list-style-type: none"> •B.A., Princeton University •Partner, Ed Innovation Partners, LLC •Former Executive Director, Georgia Charter Schools Commission •Founding CEO for the Walton Career Academy •Founding member for International Business Consulting Firm 	<ul style="list-style-type: none"> • Comprehensive Charter School Planning and Development • School Leadership • Charter School Authorizer • Board Member for Georgia Charter Schools Association • Start-up lead for both charter school and state-level agency

Greg Book	Primary Investigator Georgia Tech	Ph.D., Georgia Tech; B.S. Northwestern State University;	<ul style="list-style-type: none"> • Principle Research • Scientist, Georgia Tech • Sr Research Engineer, Intel Corporation
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Section 6: Quality of Sustainability Plan

Stakeholder Support and Resources: There is broad support from community stakeholders to ensure the Union Point STEAM Academy's long-term success as evident through preliminary community activities both connected and independent of UPSA's efforts. The project is supported by Greene County School District and aligned with partners and individuals who have agreed to provide specific expertise and support during the charter application development process. GCSS has exercised a willingness to move forward with the concept of a STEAM Academy at Union Point Elementary and have recently hired a STEAM Coordinator to oversee the conversion of Union Point Elementary. Venture Funds will allow the community to plan for further conversion to a charter school. The Board of Education has already approved expenditures amounted over \$125,000 while assuring more resource allotments this school year. Additionally, team contributors and leadership have committed in-kind support to the planning, implementation, and management of the effort. The partnership with these entities and individuals provide access to start-up and implementation expertise, facilities, resources, and students support as well as STEAM Industry and other key sectors. The project is already receiving substantial in-kind support from individuals from Institutions of Higher Education and/or their faculty (Georgia Tech, The University of Pennsylvania, UGA and Alumni), project partners, industry professionals, and skilled consultants in both STEAM and Charter Sectors as well as a cross-section of business, industry, arts, governmental, and other for-profit and non-profit stakeholders. With substantial in-kind support—Access to Networks, HD Videoconferencing, Equipment use, Space, Guest lecturers, Consultation, Development, Internships, Summer programming, Continuing previous K-12/IHE educational projects shown to improve student achievement, Virtual use of laboratory equipment, Research, Inclusion in new K-12 STEM programs linked to Federal funding, Dual enrollment opportunities, Donations, and Fundraising—we predict a successful planning and development cycle that will ensure a quality charter application. The Venture Fund Grant provides the necessary financial support that complements efforts and provides essential planning and infrastructure support and development. This grant will also allow the community to plan for the opportunity to consider conversion to a charter school.

Greene STEAM Collaborative Venture Grant Budget GOVERNOR'S OFFICE OF PLANNING AND BUDGET RACE TO THE TOP INNOVATION FUND BUDGET FORM				
Name of Partnership: Greene County STEAM Collaborative		Applicants requesting Venture grants should complete the column under "Project Year 1." Applicants requesting funding for Enterprise grants should complete all applicable columns. Please read all instructions before completing form.		
SECTION A - BUDGET SUMMARY				
INNOVATION FUND COSTS				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel	\$0			
2. Fringe Benefits	\$0			
3. Travel	\$2,000.00			
4. Equipment	\$0			
5. Supplies	\$0			
6. Contractual	\$43,000.00			
7. Construction	\$0			
8. Other	\$2,000.00			
9. Total Direct Costs (lines 1-8)	\$47,000.00			
10. Indirect Costs*	\$5000			
11. Training Stipends	\$0			
12. Total Costs (lines 9-11)	\$52,000.00			
SECTION B - BUDGET SUMMARY				
NON-INNOVATION FUND COSTS				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel	\$0			
2. Fringe Benefits	\$0			
3. Travel	\$0			
4. Equipment	\$0			
5. Supplies	\$0			
6. Contractual	\$0			
7. Construction	\$0			
8. Other	\$0			
9. Total Direct Costs(1-8)	\$0			
10. Indirect Costs*	\$0			
11. Training Stipends	\$0			
12. Total Costs (lines 9-11)	\$0			
SECTION C – BUDGET NARRATIVE (see instructions)				

Section C: Budget Narrative

Category	Description	Amount
Travel	Travel: This includes consultant and project leadership travel for planning efforts and essential in-state travel.	\$2,000.00
Contractual	Stakeholder Engagement and Planning/Board Development and Training: Ed Innovation Partners will perform activities outlined in the Scope of Work. EIP will facilitate the planning process, community engagement, and development of the charter application as well as provide required board/governance training as outlined in the scope of work and project design section.	\$21,000.00
	Primary Investigator: Georgia Tech Research Corporation Primary Investigator (STEM-Research Engineer/PI) will facilitate activities in collaboration with Georgia Institute of Technology and Coordinate the STEAM Collaborative Partners as outlined in the Venture Grant	\$10,000.00
	Project Consultants/Collaborators: Consultants will be engaged in specific content areas as identified in the Venture Grant including Gifted, IT/Business, STEM, Fine Arts, Engineering, and other applied STEM Areas.	\$10,000.00
	Online Survey: Website and online survey development and analysis as outlined on the project design section as a component of the planning/engagement process.	\$2,000.00
	Total Contractual:	\$43,000.00
Other	Printing: Printing costs associated with community survey, informational brochures, and application printing for public dissemination and authorizer submission.	\$1,500.00
	Georgia Charter Schools Association Membership: The K-12 Union Point STEAM Academy will join GCSA as an applicant member during the planning process to receive additional support and connectivity during the charter planning process.	\$500.00
Total Other Costs:		\$2,000.00
Total Direct Costs:		\$47,000.00
Total Indirect Costs:		\$5000.00
Total Venture Grant Request:		\$52,000.00

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MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Student Achievement (GOSA) and Greene County School System, Georgia Tech Research Corporation, and Ed Innovations Partners, LLC. The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects. Any partner named in the aforementioned project will only be considered a member of the partnership if they appear on this Memorandum of Understanding with the State

I. SCOPE OF WORK

Exhibit 1, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

- 1) Implement the plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by GOSA, the Georgia Department of Education, and the US Department of Education;
- 3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

B. STATE RESPONSIBILITIES

The State agrees to:

- 1) Timely distribute the Partnership's grant during the course of the project period;
- 2) Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
- 3) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) GOSA and the Partnership will each appoint a key contact person for the Innovation Fund grant.
- 2) These key contacts from GOSA and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Partnership grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If GOSA determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, GOSA will take appropriate enforcement action, which could include a collaborative process between GOSA and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Agrees to implement the work indicated in Exhibit I, if funded;
- 3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

Partnership Executive Official (Greene County School System) – required:

Barbara P. Davis 7/09/12
Signature/Date

Barbara P. Davis Superintendent
Print Name/Title

Partnership Member (Georgia Tech Research Corporation) – required:

[Signature] 7/16/12
Signature/Date

Christopher E. D'Urbano, Division Manager
Print Name/Title

Partnership Member (Ed Innovations Partners, LLC.) – required:

Signature/Date

Print Name/Title

ADDENDUM TO MOU

- It is understood and agreed that the term "partnership" as used in this RFP is considered to mean a collaborative relationship amongst the parties as opposed to a "legal partnership" as defined by law. All parties are and shall remain separate entities and nothing in the Memorandum of Understanding or Exhibit 1 shall be construed to create a joint venture or partnership. No party shall act as the agent for another except for the purpose of submitting the proposal. If an award is made, written definitive agreements among the parties shall govern their future relationship.
- Each party will bear all costs of preparation and publication of the final proposal to be submitted.
- Each party agrees that it will be responsible for its own acts and the results thereof and shall not be responsible for the acts of the other party and the results thereof. Each party will assume all risks and liability to itself, its agents, or employees for any injury to persons or property resulting solely from the conduct of its own operations or the operations of its agents or employees under this agreement and for any loss, costs, damages or expenses due to any acts, negligence or the failure to exercise proper precautions, solely by itself or its agents or employees.

ASSURANCES

The Applicant hereby assures and certifies compliance with all federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-87, A-110, A-122, A-133; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements 28 CFR, Part 66, Common rule, that govern the application, acceptance and use of federal funds for this federally-assisted project.

Also the Applicant assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information
2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal and federally - assisted programs.
3. It will comply with provisions of federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by federal grants. (5 USC 1501, et seq.)
4. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act if applicable.
5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
6. It will give the sponsoring agency or the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234, 87 Stat. 975, approved December 31, 1976, Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect federal assistance.

10. It will assist the federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569 a-1 et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the federal grantor agency to avoid or mitigate adverse effects upon such properties.
11. It will comply, and assure the compliance of all its sub-grantees and contractors, with the applicable provisions of Title I of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, the Juvenile Justice and Delinquency Prevention Act, or the Victims of Crime Act, as appropriate; the provisions of the current edition of the Office of Justice Programs Financial and Administrative Guide for Grants, M7100.1; and all other applicable federal laws, orders, circulars, or regulations.
12. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18, Administrative Review Procedure; Part 20, Criminal Justice Information Systems; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 23, Criminal Intelligence Systems Operating Policies; Part 30, Intergovernmental Review of Department of Justice Programs and Activities; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and federal laws or regulations applicable to Federal Assistance Programs.
13. It will comply, and all its contractors will comply, with the nondiscrimination requirements of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, 42 USC 3789(d), or Victims of Crime Act (as appropriate); Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title II of the Americans with Disabilities Act (ADA) (1990); Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; Department of Justice Non-Discrimination Regulations, 28 CFR Part 42, Subparts C, D, E, and G; and Department of Justice regulations on disability discrimination, 28 CFR Part 35 and Part 39.
14. In the event a federal or state court or federal or state administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, Office of Justice Programs.
15. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for \$500,000 or more.
16. It will comply with the provisions of the Coastal Barrier Resources Act (P.L. 97-348) dated October 19, 1982 (16 USC 3501 et seq.) which prohibits the expenditure of most new federal funds within the units of the Coastal Barrier Resources System.
17. It will comply with all ARRA requirements. All funds must be spent with an unprecedented level of transparency and accountability. Accordingly, recipients of ARRA funds must maintain accurate, complete, and reliable documentation of all ARRA expenditures.

Authorizing Official:

Barbara P. Davies, Superintendent 7/09/12
Signature and Title Date

NON-SUPPLANTING CERTIFICATION

Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

CERTIFICATION:

I certify that grant funds will not be used to supplant state or local funds that would otherwise be available for implementation of this grant program.

I further certify that the program proposed in the grant application meets all the requirements of the applicable Race to the Top Innovation Fund Request for Proposal; that all the information presented is correct and that the applicant will comply with the provisions of the Governor's Office of Student Achievement, all applicable federal and state laws, and the above mentioned certification should a grant be awarded.

Authorizing Official:

Barbara P. Daves

Signature

Superintendent

Title

7/09/12

Date

IMMIGRATION AND SECURITY FORM

A. In order to insure compliance with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act OCGA 13-10-90 et.seq., Contractor must initial one of the sections below:

Contractor has 500 or more employees and Contractor warrants that Contractor has complied with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act by registering at <https://www.visdhs.com/EmployerRegistration> and verifying information of all new employees; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 100-499 employees and Contractor warrants that no later than July 1, 2008, Contractor will register at <https://www.visdhs.com/EmployerRegistration> to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 99 or fewer employees and Contractor warrants that no later than July 1, 2009, Contractor will register at <https://www.visdhs.com/EmployerRegistration> to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq.

B. Contractor warrants that Contractor has included a similar provision in all written agreements with any subcontractors engaged to perform site under this Contract.

Authorizing Official:

Barbara P. Davis, Superintendent 7/09/12
Signature and Title Date

CERTIFICATION REGARDING LOBBYING (ED 80-0013)

Certification for Contracts, Grants, Loans and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- 1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
- 2) If any funds other Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure of Lobbying Activities,” in accordance with its instructions.
- 3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a member of Congress, an officer or employee of Congress or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, “Disclosure of Lobbying Activities,” in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Authorizing Official:

Barbara P. Davis, Superintendent 7/09/12
Signature and Title Date

OTHER CERTIFICATIONS

Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

1. Any person associated with the program that has reasonable cause to believe that a child has been or is being abused, shall be required to report or cause report to be made with regard to the abuse as provided in O.C.G.A. 19-7-5.
2. Background investigations (Georgia Crime Information Center) are required on all persons with direct contact with children and youth. It is left to the discretion of the Partnership to determine the methodology for completing these investigations.
3. Establish/enforce an Internet Security Policy when minor participants and/or staff have online access (supervised or unsupervised). This includes any technology provided by PLC funding and technology used by participants.
4. The grantee agrees to comply with Public Law 103-227, also known as the Pro-Children Act of 1994, which requires that smoking not be permitted in any portion of any indoor facility owed or leased or contracted for by the grantee and used routinely or regularly for the provision of healthy care, day care, early childhood development site, education or library site to children under the age of 18. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the grantee.

Authorizing Official:

Barbara P. Davis

Signature

Superintendent

Title

7/09/12

Date